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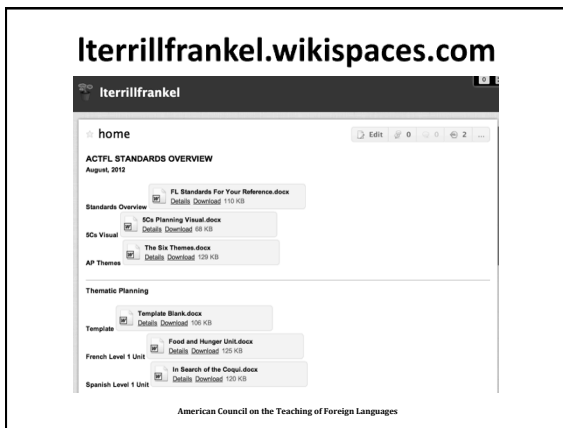
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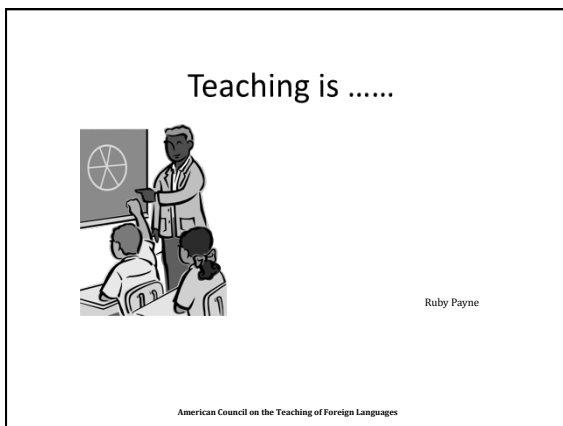
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## Learning is .....

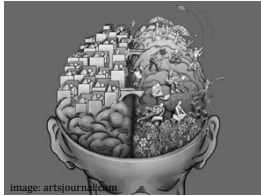


image: artsjournal.com

Ruby Payne

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction”

Stephen Covey



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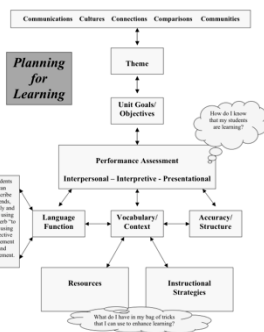
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Laura Torrell, 2009

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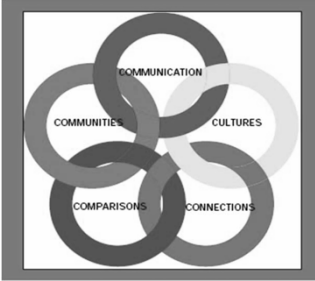
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- Products – Practices – Perspectives
- Nature of Language
- Reinforce and further knowledge of other disciplines
- Life-long learning
- Concept of Culture
- Beyond the school setting
- Acquire information and distinctive viewpoints

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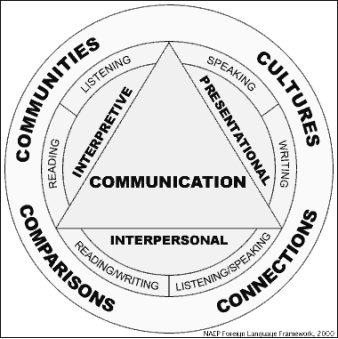
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## Enduring Understandings

(Based on National Foreign Language Standards)

- Effective communication requires knowing how when and why to say what to whom.
- Global citizenship requires an ability to communicate in more than one language.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me.
- The study of a foreign language develops insights into the nature of language and culture.
- Custom and tradition vary within a culture, as well as between cultures.

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## Essential Questions

(related to 5Cs)

- What does it mean to communicate effectively?
- How do I develop proficiency in a second language?
- What is culture? How can I develop a multi-cultural perspective?
- Why do I value the ability to communicate in a second language?
- What self-knowledge am I acquiring as I study another language and its cultures?

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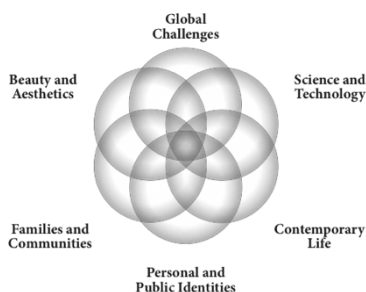
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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Global Challenges</b></p> <ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul> <p><b>2. Beauty and Aesthetics</b></p> <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> <li>• Visual Arts</li> </ul> <p><b>3. Families and Communities</b></p> <ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul> | <p><b>4. Personal and Public Identities</b></p> <ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul> <p><b>5. Science and Technology</b></p> <ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul> <p><b>6. Contemporary Life</b></p> <ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul> |
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## Transitioning from the Textbook

Textbook Topic	Revised Theme/Topic
Food	Food and Hunger
Airplane / Hotel Travel	Connecting with the World
Daily Routine/Health	Pursuit of Health and Happiness
Celebrations	Our Emotional Selves
Responsibility	Rites of Passage
Restaurant	The Art of Food

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## Level 1

My World	Consumerism/ Stereotypes	All Work and No Play
Basic greetings, names, age, etc. City, country, nationality Friends, family, pets Heritage/family ancestry Community members Population numbers "Alter Ego"	clothing - where made physical identity wants/needs/shopping money	activities making plans calendar entertainment celebrations time
Leadership	Managing Stress	Travel
school, education literacy leadership traits, current/future leaders personality clothing - dress the part	food/health support - friends, family Celebrations home vs house work vs. vacation multi-tasking	vacation seasons/months Transportation carbon footprint food/allergies

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## Chocolate











Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.





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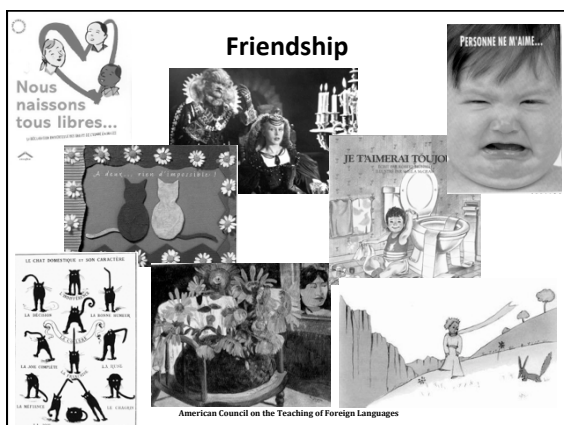
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### 3 Stages of Backward Design

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction

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### Food and Hunger

Students will consider personal connectthey and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and ions with food. They will consider the type of food that in groups to draw attention to hunger issues.

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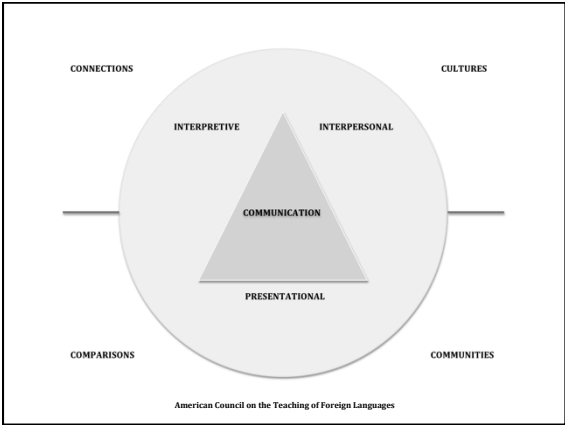
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**Self-assessment – Food and Hunger**

I can do the following:	Agree	Agree Somewhat But Need To Improve	Not Yet
ask and answer questions about hunger and thirst.			
talk about likes and dislikes concerning common and international foods.			
name key ingredients of a regional dish.			
say where a certain food is from or give the nationality.			
say why I like and don't like certain dishes.			
state if I am allergic to certain foods or not.			
state where and why hunger exists in the world.			
say why I make healthy/unhealthy food choices.			

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Stage 1: Desired Results			
Understandings	Food is necessary for life. Hunger is everywhere.		
Essential Questions	How do we eat well? Why does hunger exist?		
Skills / Functions		Knowledge	
what students know, understand and be able to do		what students need in terms of vocabulary and structures to demonstrate their knowledge	
		Vocabulary	Grammar
ask and answer questions about food and hunger.		Are you hungry? I am/am not...?	to have idioms (avoir, faire)
talk about likes and dislikes concerning common and international foods		Do you like...? I like / don't like? I like a little I like a lot I love I hate typical level 1 foods - 20 words selected cultural foods from various French speaking countries - 20 words	definite articles negation -gc verbs
identify where certain foods are from and identify key ingredient(s)		(La tagine) is a specialty from (Morocco). There is couscous, beans, carrots, squash, olives, tomatoes, etc.	
ask and answer if they would like certain dishes and give reasons		Would you like to (name)? I would/would not like because	

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### 3 Stages of Backward Design

Identify desired results

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Plan learning experiences and instruction

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### ACTFL Integrated Performance Assessment

#### Interpretive Communication

Students listen to, view and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

#### Presentational Communication

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

#### Interpersonal Communication

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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### Stage 2: Assessment Evidence

#### Performance Task Summary (Integrated Performance Assessment)

Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from Copain du Monde. Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.
Formative Assessments	
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	
Other Summative Assessments	

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## Setting Goals

- Video
- Bell ringer
- Act. 1
- Exprimons-nous
- Act. 4
- Comparisons
- Reading
- Numbers to 60
- Homework

- Ask and answer questions about hunger and thirst.
- Talk about likes and dislikes concerning common and international foods.
- Say why I like and don't like certain dishes.

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## Novice

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb "to be", adj.  
agreement

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## Intermediate

express feelings and emotions

Function (s): express feelings in  
different situations

Context (s): class reunion

Accuracy: subjunctive

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Shrum & Glisan

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### Describe people, places and things

I can describe something with one or two words.

I can describe something in simple, short sentences.

I can use strings of sentences with a variety of descriptors to describe something.

I can use longer sentences with a wide variety of descriptors to describe something.

I can give a detailed description within paragraph-length narration.

D. Clementi

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### Targeted Language Goals

In 10 words or less, how would you define the goal for:

- Conversational Level 2?
- Hebrew 2?
- Hebrew Honors 2?
- Spanish 2?

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### Proficiency Descriptions

use simple (memorized) sentences / questions on very familiar topics	create with language at the sentence level; ask questions	develop ideas with some supporting details
initiate and maintain an extended conversation; develop ideas with supporting details in 3 time frames	sustain narration and description at paragraph level in 3 time frames; appropriately handle and unexpected situation with a complication	state an opinion and defend/support that opinion

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## Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?

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## Communication

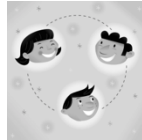
What does it mean to be proficient in a language?

OR

How will my students use what I am teaching in a real-life context?

OR

Will they really say it on the streets of (Paris)?



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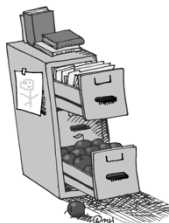
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## Long-term memory

Sense



Meaning



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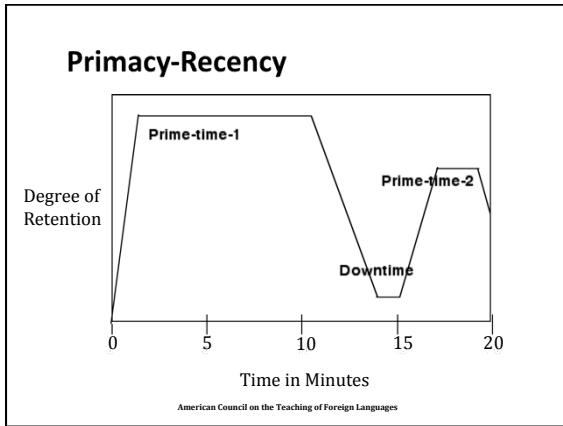
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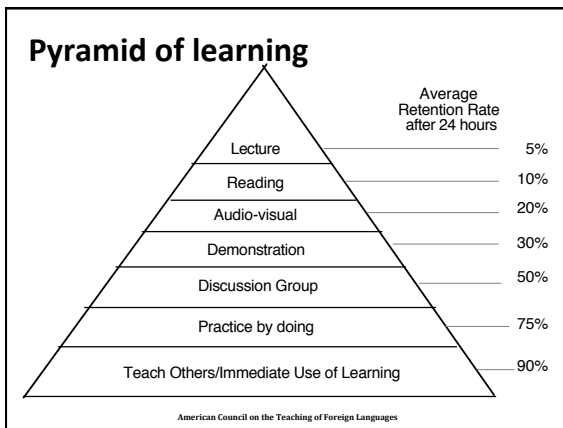
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### Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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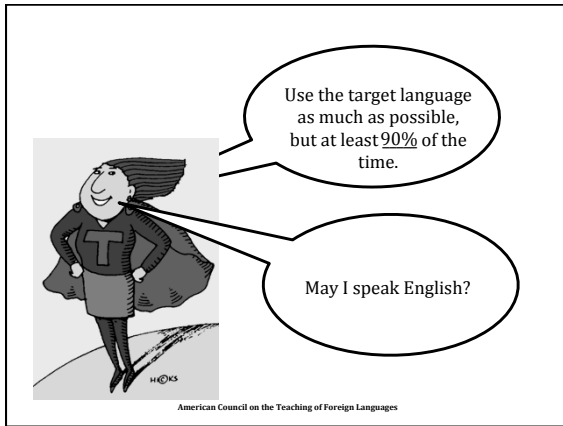
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### Strategies for Cooperative Work

*Think - Pair - Share*



The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

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### Strategies for Cooperative Work

*Numbered Heads Together*



Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

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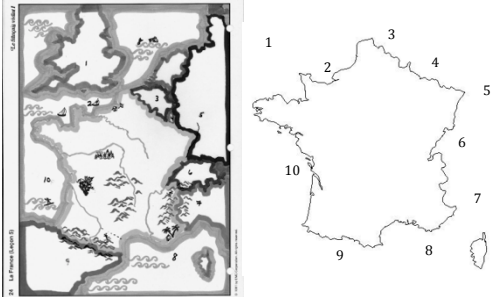
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### Learn It the First Time



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### What is your grading system?

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.

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### What is your grading system?



Assignment	Possible Points	Points	Weighted Grades
Homework	100	80	83
Quizzes - Formative	250	210	
Participation/ Formative Speaking	50	30	60
Interpersonal	100	70	70
Interpretive	100	60	60
Presentational	100	80	80
	700	530 = 76%	71%

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## Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Adapted from *How to Grade for Learning*, Ken O'Connor  
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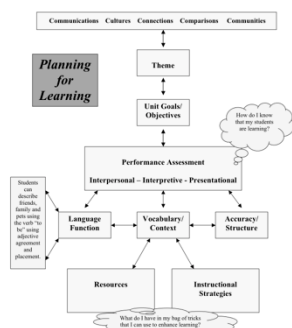
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Laura Terrill, 2009

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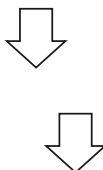
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## 3 Stages of Backward Design

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction



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## Three Modes of Communication




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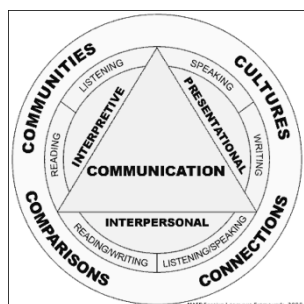
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## What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

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## The Trifecta

Students use all 3 modes of communication in any activity.

Interpretive — They read, listen to and/or view information about the topic.

Interpersonal — They talk with others about the topic in meaningful ways.

Presentational — They have the opportunity to share what they have learned in writing and/or orally with an audience.

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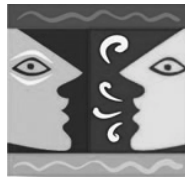
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## Interpersonal



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Communication:  
What does it mean to  
be proficient in a language?

head	nose
foot	ears
hand	mouth
stomach	knee
eyes	hair

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## Communication:

knowing how,  
when,  
and why,  
to say what  
to whom

ACTFL

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## Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

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## Teacher Observation Check List

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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**Do you want to .....?**


Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.




explore a cave




zipline




play in the waterfall



swim at the beach



snorkel



hike in the rainforest

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**Do you want to .....?**

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.









swim at the beach



snorkel



hike in the rainforest

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Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.














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**?** Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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### Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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### Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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### Develop the Role Play



You are being interviewed for a position as a camp counselor in Puerto Rico.

Have a conversation in which you ask and answer questions to:

- find out what you would do each day especially in bad weather
- explain what you really like to do
- justify why you don't like to do something

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<http://www.youtube.com/watch?v=zlugpczjhQ>

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The Earth is Sick – La tierra está enferma



<http://www.youtube.com/watch?v=zlugpczjhQ>

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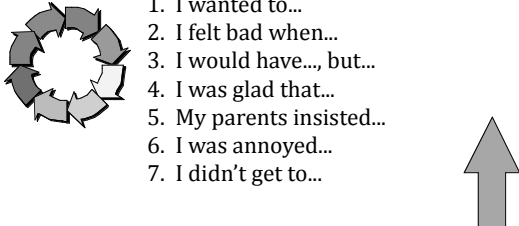
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### Raise the proficiency level.....

Find out what your partner did last night.  
Ask a follow-up question to get more details.



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

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### Maintain the Conversation



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### Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual.



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## Interpretive



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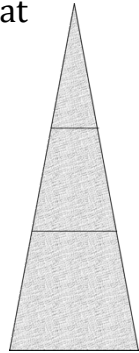
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## Traditional Format

Reading  
assignment  
given

Independent  
reading

Discussion to  
see if students  
learned main  
concepts, what  
they "should  
have" learned



*Adapted from McREL  
blackline masters*

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## The Blurvle Ceremony

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_\_ is worn

by \_\_\_\_\_ for the \_\_\_\_\_.

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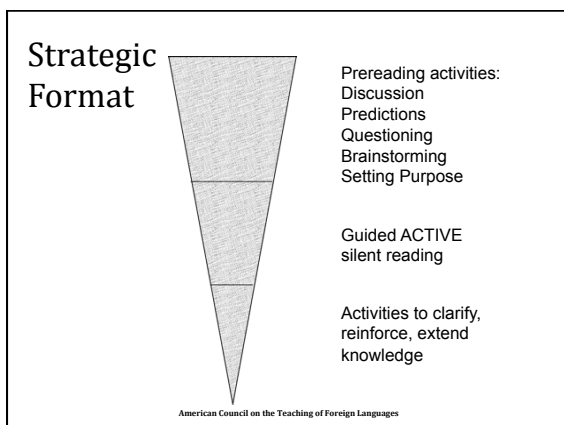
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It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

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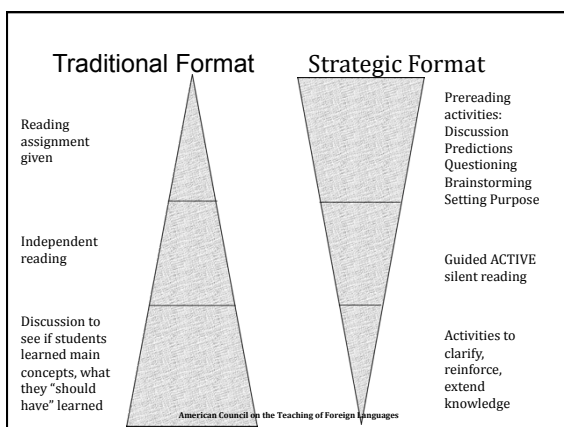
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## Before Reading



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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## Barco de refugiados



no es  
posible  
hablar



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## During Reading



- Guided
- Active
- Silent
- Individual

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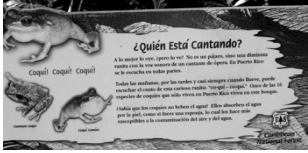
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**¿Quién Está Cantando?**

A lo mejor lo oye, ¿pero lo ve? No es un pájaro, sino una diminuta ranita con la voz sonora de un cantante de ópera. En Puerto Rico se le escucha en todas partes.

Todas las mañanas, por las tardes y casi siempre cuando llueve, puede escuchar el canto de esta curiosa ranita: "co-quí — co-quí." Once de las 16 especies de coquíes que sólo viven en Puerto Rico viven en este bosque.

Sabía que los coquíes no beben el agua? Ellos absorben el agua por la piel, como si fuera una esponja, lo cual los hace más susceptibles a la contaminación del aire y del agua.

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**After Reading**



- clarify
- reinforce
- extend knowledge

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**Presentational**



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Everyone has the capacity  
to write,  
writing can be taught,  
and teachers can help students  
become better writers.

People learn to write  
by writing.

*- NCTE Beliefs about the teaching of writing  
November, 2004*

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## Writing is Thinking



Writing Makes Thinking Concrete

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Percentage of 8th and 12th graders performing at or  
above a proficient level of writing achievement

2007 National Assessment of Educational Progress (NAEP)

	1998	2002	2007
8th grade	28%	33%	35%
12th grade	23%	26%	25%

Students write informative, persuasive and narrative texts  
for the writing assessment.

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## Why do we write?

We write to:

- express and reflect
- inquire and explore
- analyze and interpret
- take a stand
- evaluate and judge
- propose a solution
- seek common ground
- inform or explain
- report – research-based writing
- take tests

*Reading Rhetorically: A Reader for Writers*

American Council on the Teaching of Foreign Languages, and Gillam

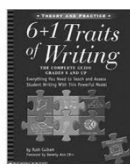
### ACTFL Proficiency Guidelines 2012

Novice	Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.
Intermediate	Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.
Advanced	Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

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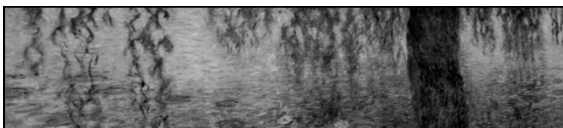
## 6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

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## Barco de refugiados

Lorna Dee Cervantes

Como almidon maiz  
 me deslizo, pasando por los ojos de mi abuela,  
 biblia a su lado. Se quita los lentes.  
 El puden se hace espeso.

Mama me crio sin lenguaje.  
 Soy huérfano de mi nombre español.  
 Las palabras son extrañas,  
 tartamudeando en mi lengua.  
 mis ojos ven el espejo, mi reflejo:  
 piel de bronce, cabello negro.

Siento que soy un cautivo  
 a bordo de un barco de refugiados.  
 El barco que nunca atraca.  
 El barco que nunca atraca.

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